NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: COLLINGSWOOD SCHOOL DISTRICT	School: Thomas Sharp Elementary School
Chief School Administrator: DR. SCOTT OSWALD	Address: 400 Comly Avenue, West Collingswood, NJ 08107
Chief School Administrator's E-mail: soswald@collsk12.org	Grade Levels: Pre-K to 5
Title I Contact: Dr. Karen Principato	Principal: Dr. Karen Principato
Title I Contact E-mail: principa@collsk12.org	Principal's E-mail: principa@collsk12.org
Title I Contact Phone Number: 856-962-5707	Principal's Phone Number: 856-962-5707

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____three_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
IXL Extending Learning salaries	1	Math Growth	100-100	3500
Readers Theater Extending Learning salaries	2	Literacy Growth	100-100	12500
LEGO Math Extending Learning salaries	1	Math & Literacy Growth	100-100	6250
Kids Lit Extending Learning salaries	2	Literacy Growth	100-100	6250
Summer Book Challenge Materials	2	Literacy Growth	100-600	7971
Support/Read 180 Extending Learning salaries	2	Literacy Growth	100-100	33000
Supplies to Support Extended Learning Times	1 & 2	Math & Literacy Growth	100-600	10000

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Karen Principato	Administration	X	X	X	On file
Brian Kulak	Administration			X	On file
Mark Wiltsey	Title III Coordinator			X	On file
John McMullin	Principal/Community			X	On file
Colleen Harte	Math Supervisor			X	On file
Cyndi Evans	Teacher	X	X	X	On file
Robin Hogan	Teacher	X	X	X	On file
Donna Cackowski	Teacher	X	X		On file
Sara Lairmore	Teacher	X	X		On file
Meggan Olsen	Teacher	X	X		On file
Barbara Phillips	Teacher	X	X		On file
Donna Davis	Community	X	X		On file

Stakeholder/Schoolwide Committee Meetings

<u>Purpose</u>:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/4/14	Library	Comprehensive Needs Assessment	X		X	
9/5/14	Library	Schoolwide Plan Development	X		X	
6/16/15	Library	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	**Our mission is to ensure success for every student through excellence in teaching and in learning. Through rigorous training in Fountas and Pinnell's Balanced Literacy Approach, GO MATH, and cross disciplinary instruction, we are creating a strong educational foundation where our students are college and career ready.**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **The school did implement the program as planned.**

2. What were the strengths of the implementation process? **All of the programs, particularly IXL, Readers Theater and LEGO Math, were overwhelmingly successful in terms of student participation. Based on concrete data, students who participated regularly in the IXL program grew more academically than those students who did not attend the program.**

3. What implementation challenges and barriers did the school encounter? **Our grant was not approved until January 2015, so a few of our after school programs began later in the school year. This made it difficult to gather data.**

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **Strength: Our parents were enthusiastic about our after school programs as we rolled them out during our Family Math & Reading Night. Weakness: Not all students participated in the programs.**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Our stakeholders were part of the discussions, both formally and informally, throughout the entire process. There was very little resistance.**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **We chose research-based programs based on our data and input from the entire staff. Since they were key players in the program development,**

the staff was excited for our students to have these wonderful opportunities. Staff perception was measured at monthly staff meeting as these programs remained on our agendas.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The parents and community members were also excited for our students to have these wonderful opportunities. Community perception was measured at monthly PTA meetings as well as our Family Reading and Math Night responses.**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **group session**

9. How did the school structure the interventions? **Most programs were held for 40 minutes after school, from 1 day/week – 4 days/week. All programs were facilitated by highly qualified teachers.**

10. How frequently did students receive instructional interventions? **Daily**

11. What technologies did the school use to support the program? **Chromebooks, computers, IXL/Razzkids/Headsprout/WeDo Lego software/programs**

12. Did the technology contribute to the success of the program and, if so, how? **Yes, the technology, particularly IXL and WeDo Lego, engaged our students. They enjoyed these programs so much that they loved coming to school.**

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	4	Not Received Yet	Levelled Literacy Instruction: Push-In/ Recommendation for after school literacy program.	This cannot be determined until we receive that 2014-2015 State Assessment results.
Grade 5	13	Not Received Yet	Levelled Literacy Instruction: Push-In / Recommendation for after school Read180 program.	This cannot be determined until we receive that 2014-2015 State Assessment results.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	7	Not Received Yet	RTI Intervention-Push-In/ Recommendation for IXL before school program.	This cannot be determined until we receive that 2014-2015 State Assessment results.
Grade 5	9	Not Received Yet	RTI Intervention-Push-In/ Recommendation for IXL before school program.	This cannot be determined until we receive that 2014-2015 State Assessment results.
Grade 6				

Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A	Levelled Literacy Intervention/Recommendation for some after school programs	All students grew significantly, even if not on grade-level.
Grade 1	14	8	Levelled Literacy Intervention/ Recommendation for before-and-after school programs	All students grew significantly, even if not on grade-level.
Grade 2	8	0	Levelled Literacy Intervention: Push-In/ Recommendation for after school programs	The interventions worked.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A	Math Intervention Push-In/ Recommendation for before-school program	Most students grew significantly, even if not on grade-level.
Grade 1	N/A	N/A	Math Intervention Push-In/ Recommendation for before-school program	All students grew significantly, even if not on grade-level.

Grade 2	9	6	Math Intervention Push-In/ Recommendation for before-school program	Most of the non-proficient students did not participate in the IXL program.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Levelled Literacy Intervention	Y	Benchmark Assessments	Students grew a grade-appropriate amount of reading levels.
Math	Students with Disabilities	Push-In Math Support	Y	SMI Results	Students grew a grade-appropriate amount of quantiles.
ELA	Homeless	Levelled Literacy Intervention	Y	Benchmark Assessments	Students grew a grade-appropriate amount of reading levels.
Math	Homeless	Push-In Math Support	Y	SMI Results	Students grew a grade-appropriate amount of quantiles.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Levelled Literacy Intervention	Y	Benchmark Assessments	Students grew a grade-appropriate amount of reading levels.
Math	Economically Disadvantaged	Push-In Math Support	Y	SMI Results	Students grew a grade-appropriate amount of quantiles.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read180/Readers Theater/Kids Lit	Y	Attendance	Students grew a grade-appropriate amount of reading levels
Math	Students with Disabilities	After-school WeDo Lego/Before-school IXL	Y	Attendance	Students grew more than those students who did not participate in t he programs.
ELA	Homeless	Read180/Readers Theater/Kids Lit	Y	Attendance	Students grew a grade-appropriate amount of reading levels
Math	Homeless	After-school WeDo Lego/Before-school IXL	Y	Attendance	Students grew more than those students who did not participate in t he programs.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Read180/Readers Theater/Kids Lit	Y	Attendance	Students grew a grade-appropriate amount of reading levels
Math	Economically Disadvantaged	After-school WeDo Lego/Before-school IXL	Y	Attendance	Students grew more than those students who did not participate in the programs.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extensive Training in literacy workshop models	Y	PD Agendas/Teacher Implementations	Teacher Evaluations
Math	Students with Disabilities	Extensive Training in math workshop model	Y	PD Agendas/Teacher Implementations	Teacher Evaluations
ELA	Homeless	Extensive Training in literacy workshop models	Y	PD Agendas/Teacher Implementations	Teacher Evaluations
Math	Homeless	Extensive Training in math workshop model	Y	PD Agendas/Teacher Implementations	Teacher Evaluations
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Extensive Training in literacy workshop models	Y	PD Agendas/Teacher Implementations	Teacher Evaluations
Math	Economically Disadvantaged	Extensive Training in math workshop model	Y	PD Agendas/Teacher Implementations	Teacher Evaluations

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night/Family Math&Reading Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
Math	Students with Disabilities	Back to School Night/Family Math&Reading Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
ELA	Homeless	Back to School Night/Family Math&Reading Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
Math	Homeless	Back to School Night/Family Math&Reading Night/Conferences/ Meetings/PTA/SEPAC/	Y	Community Participation and Attendance at Events	Attendance at Events

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Various other parent engagement activities			
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Back to School Night/Family Math&Reading Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
Math	Economically Disadvantaged	Back to School Night/Family Math&Reading Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
ELA					
Math					

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Benchmark Assessments, Scholastic Reading Inventory Data	
Academic Achievement - Writing	Benchmark Assessments, Scholastic Reading Inventory Data	
Academic Achievement - Mathematics	Scholastic Math Inventory/ IXL	
Family and Community Engagement	Back to School Night/ Family Reading & Math Night/ Multicultural Day	
Professional Development	Literacy and Math Trainers	
Leadership	New Principal	
School Climate and Culture	Staff Discussions	
School-Based Youth Services	N/A	
Students with Disabilities	IEP Meetings	
Homeless Students	I&RS Meetings	
Migrant Students	N/A	
English Language Learners	N/A	All ELL students attend James A. Garfield School.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Economically Disadvantaged	Free and Reduced Lunch Counts	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **The needs assessment was done in-house through staff meetings, I&RS meetings/CST meetings/Data meetings.**

2. What process did the school use to collect and compile data for student subgroups? **Grade-level data was compiled using Scholastic Reading and Math Inventories, NJASK scores, ACCESS scores and Benchmark Assessments. A team of teachers organized the data.**

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **All assessments were research-based with a proven history of validity and reliability.**

4. What did the data analysis reveal regarding classroom instruction? **Even though more than 70% of our students enter Sharp School below grade-level, most of them grow more than the expected levels in reading and math. This means that our laser-like focus on student-needs is paying off for them.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **The data shows that our teachers are much more focused in their delivery of instruction, particularly in the areas of reading and math workshops.**

6. How does the school identify educationally at-risk students in a timely manner? **We benchmark students within days of their entrance. This process helps us to identify the majority of our academically at-risk students. We also utilize our speech and OT**

therapists, counselling intern, CST social worker and teachers for identification. Student needs are further addressed through our I&RS process.

7. How does the school provide effective interventions to educationally at-risk students? **We use our in-class support teachers during the school day. We also recommend these students to our before-school IXL program, as well as our after school Read 180, Readers Theater, WeDo Lego and Kids Lit programs.**

8. How does the school address the needs of migrant students? **Currently, Thomas Sharp School does not have known migrant students.**

9. How does the school address the needs of homeless students? **We make sure that the families are aware of all educational services and supports that are entitled to them as they go through this rough period of time.**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **We discuss data and its use during staff meetings, post-observation meetings, I&RS and IEP meetings.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **The preschool participates in all programs, including Academic Awards, field trips, Assembly programs, Library-Check-out, etc. This makes it easier for them to transition to kindergarten. The fifth grade students visit Collingswood Middle School several times, including a Middle School Orientation Day.**

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? **The data made the selection of priorities very clear. Our 2013-2014 State Performance reports revealed that our literacy and math scores were in great need of improvement. We have improved significantly; however, much more work needs to be done.**

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Academic Achievement in Literacy	Academic Achievement in Mathematics
Describe the priority problem using at least two data sources	Benchmark Assessments Scholastic Reading Inventory	End-of-Units Assessments Scholastic Math Inventory
Describe the root causes of the problem	The culture is slowly moving from a fixed mindset to a growth mindset.	The culture is slowly moving from a fixed mindset to a growth mindset.
Subgroups or populations addressed	All students will be addressed.	All students will be addressed
Related content area missed (i.e., ELA, Mathematics)	Literacy	Mathematics
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's and Writer's Workshops) Levelled Literacy Intervention	Math Workshop Go Math! RTI
How does the intervention align with the Common Core State Standards?	Both programs are nationally recognized programs completely aligned with the CCSS.	Program is a nationally recognized program completely aligned with the CCSS.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Community Involvement	
Describe the priority problem using at least two data sources	Benchmark Assessments Scholastic Reading Inventory	
Describe the root causes of the problem	Many single parents must work multiple jobs to make ends meet.	
Subgroups or populations addressed	All students will be addressed.	
Related content area missed (i.e., ELA, Mathematics)	Literacy and Mathematics	
Name of scientifically research based intervention to address priority problems	Scholastics Summer Reading Challenge	
How does the intervention align with the Common Core State Standards?	Program is a nationally recognized program completely aligned with the CCSS.	

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
ELA	Students with Disabilities	-F&P Balanced Literacy -Summer Reading Challenge -Levelled Literacy	Principal	Growth in Reading Levels	Center for Research in Educational Policy
Math	Students with Disabilities	-GoMath! RTI -IXL	Principal	Growth in SMI Scores	NCTM
ELA	Homeless	-F&P Balanced Literacy -Summer Reading Challenge -Levelled Literacy	Principal	Growth in Reading Levels	Center for Research in Educational Policy
Math	Homeless	-GoMath! RTI -IXL	Principal	Growth in SMI Scores	NCTM
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	-F&P Balanced Literacy -Summer Reading	Principal	Growth in Reading Levels	Center for Research in Educational Policy

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Challenge -Levelled Literacy			
Math	Economically Disadvantaged	-GoMath! RTI -IXL	Principal	Growth in SMI Scores	NCTM
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) *increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum*;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Read 180/ Readers Theater/Kids Lit	Principal	Growth in Reading Levels Scholastic Reading Inventory	Center for Research in Educational Policy
Math	Students with Disabilities	IXL/ WeDo LEGO	Principal	Scholastic Math Inventory	NCTM
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Read 180/ *Readers Theater/*Kids Lit	Principal	Growth in Reading Levels Scholastic Reading Inventory	Center for Research in Educational Policy
Math	Economically Disadvantaged	IXL/ *WeDo LEGO	Principal	Scholastic Math Inventory	NCTM
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Literacy Trainer	Principal	SGOs, SGPs, PARCC, SRI	http://www.ginnylockwood.com/

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	Math Trainer	Principal	SGOs, SGPs, PARCC, SMI	https://sites.google.com/site/emilou2010/
ELA	Homeless	Literacy Trainer	Principal	SGOs, SGPs, PARCC, SRI	http://www.ginnylockwood.com/
Math	Homeless	Math Trainer	Principal	SGOs, SGPs, PARCC, SMI	https://sites.google.com/site/emilou2010/
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Literacy Trainer	Principal	SGOs, SGPs, PARCC, SRI	http://www.ginnylockwood.com/
Math	Economically Disadvantaged	Math Trainer	Principal	SGOs, SGPs, PARCC, SMI	https://sites.google.com/site/emilou2010/
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **The Superintendent, Title I Director/Thomas Sharp School Principal, and teacher representatives will evaluate the program. The review will be conducted internally.**

2. What barriers or challenges does the school anticipate during the implementation process? **The biggest challenge continues to be the culture shift from a fixed mindset to a growth mindset.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **The stakeholders have already bought into the new academic focus because they have consistently participated in the conversations.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Staff Survey**

5. What measurement tool(s) will the school use to gauge the perceptions of the community? **PTA Meetings**

6. How will the school structure interventions? **In addition to the In-class supports, before-and-after school interventions, such as IXL, Readers Theater, Kids Lit, WeDo LEGO, will occur daily. There will also be an I&RS committee, CST meetings, ScIP and HIB meetings to help with the necessary interventions.**

7. How frequently will students receive instructional interventions? **Daily**

8. What resources/technologies will the school use to support the schoolwide program**? IXL, ThinkCentral, RazzKids, Headsprout, Read 180, System 44, Chromebooks, computers**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Benchmark Assessments, SMI, SRI**

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Staff Meetings, PTA Meetings, School Newsletters, etc.**

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Family Math & Reading Night Multicultural Day Summer Reading Challenge	Principal	SGOs, SGPs, PARCC, SMI, SRI	Center for Research in Educational Policy
Math	Students with Disabilities	Family Math & Reading Night Multicultural Day	Principal	SGOs, SGPs, PARCC, SMI, SRI	NCTM
ELA	Homeless	Family Math & Reading Night Multicultural Day Summer Reading Challenge	Principal	SGOs, SGPs, PARCC, SMI, SRI	Center for Research in Educational Policy
Math	Homeless	Family Math & Reading Night Multicultural Day	Principal	SGOs, SGPs, PARCC, SMI, SRI	NCTM
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Family Math & Reading Night Multicultural Day Summer Reading Challenge	Principal	SGOs, SGPs, PARCC, SMI, SRI	Center for Research in Educational Policy
Math	Economically Disadvantaged	Family Math & Reading Night Multicultural Day	Principal	SGOs, SGPs, PARCC, SMI, SRI	NCTM
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **The programs invite community members to get involved in the academic lives of the students. Community members participate and/or present information during these well-attended functions.**

2. How will the school engage parents in the development of the written parent involvement policy? **This occurs during the NCLB IASA meeting.**

3. How will the school distribute its written parent involvement policy? **The policy will be posted on our website and emailed home.**

4. How will the school engage parents in the development of the school-parent compact? **This occurs during the NCLB IASA meeting.**

5. How will the school ensure that parents receive and review the school-parent compact? **The compacts must be signed and returned to school.**

6. How will the school report its student achievement data to families and the community? **Data is shared through parent/teacher meetings, the NJ School Report Card, newsletters, and upon request.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **Letters would be sent home to all parents. Please remember that all ELL students are housed at James A. Garfield School, not Thomas Sharp School.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **Assessments result are shared at parent/teacher meetings, Board meetings, and math & literacy nights.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Parents will be invited to the planning committee meeting.**

10. How will the school inform families about the academic achievement of their child/children? **Report Cards, Weekly parent/teacher communication logs, conferences, meetings**

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **N/A**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	15 - 100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 – 0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	N/A	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
-Administrators attending various job fairs.	District Administrators
-Strong administrative support for excellent teachers.	Principal
-Appropriate professional development based on the needs of our teachers.	